

DIXIE STATE UNIVERSITY – DEPARTMENT OF EDUCATION
ELEMENTARY 3rd SEMESTER LESSON PLAN TEMPLATE
(1/25/13)

Teacher Candidate: Michelle Dalton

Grade Level: 1st

Title: Social Studies Locating Utah and the United States Lesson 4

<p>CONTEXTUAL FACTORS (classroom factors)</p> <p>Contextual Factors: 20 students 9 boys 11 girls 3 low level readers (Student 5, Student 19, Student 20) 1 IEP (communication difficulties) (Student 20) 1 Speech (Student 4) 8 high level readers 4 ELL (Student 15, Student 5, Student 8, Student 9)</p> <p>Classroom environment: Desk arranged in a U shape facing the smart board 6 desks in one row and 7 in the other 2 rows Technology available: Smart board, Elmo, and computer</p>

<p>WALK-AWAY (As a result of this lesson, what do I want the students to know, understand, and be able to do?)</p> <p>State Standard/Objective: Standard 3: (Geography): Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world. Objective 1: Identify and use geographic terms and tools. c. Identify Utah on a variety of maps and on a globe. d. Identify the United States on a variety of maps and on a globe. (SIOP 3 Age Appropriate)</p> <p>Content Walk-Away: I will be able to locate Utah and the United States on different maps.</p> <p>Language Walk-Away: I will be able to talk about where Utah and the United States are located on different maps.</p> <p>Vocabulary: Utah, United States, Great Salt Lake</p>

<p>ASSESSMENT EVIDENCE (What evidence do I need to show the students have learned the Walk-Away?)</p> <p>Formative Evidence (checking for understanding throughout the lesson): Answering questions group participation completing activity sheets during discussions</p> <p>Content Walk-Away Evidence (Summative): Completing activity pages correctly</p> <p>Language Walk-Away Evidence (Summative): Share about the location of Utah and the United states on different maps</p>	<p>Modifications/Accommodations (ELL, IEP, GATE, etc.)</p> <p>Give Student 20 extra wait time to write.</p> <p>Watch Student 19 and Student 11 for behavior.</p> <p>Watch Student 4 for anxieties</p>
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Approx. Time	ACTIVE LEARNING PLAN
	<u>Activate/Building Background Knowledge</u> Boys and girls I want you to think back to when we learned about the cardinal directions, or north, south, east and west. Do you remember which way is always at the top of a map. Get your thoughts in your head and

keep it secret. On the count of 3 in a whisper voice tell me the answer. North great job! I am asking you this because we are going to use our background knowledge to keep our maps in the correct direction. Remember our lesson on the equator, north and south pole? I showed you the world map and globe. We even talked about the differences between the two. I want you to think about a place you know where to locate on a world map. Keep it a secret. On the count of 3 share with your buddy. Nice job. Now let's look at our vocabulary words.

(SIOP 8 link to past learning, SIOP 9 key vocabulary, SIOP 12 variety of techniques, SIOP 16 Opportunities for interaction, SIOP 17 Student grouping, SIOP 18 wait time, SIOP 22 all language skills, SIOP 21 apply language and content)

Formative assessment: (SIOP 30 Assessment of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to recall cardinal directions and how to locate places on a map.	Recall knowledge of cardinal directions and the location of a place on the map.	Model Ask questions Probe for deeper understanding

Modification/accommodations: (ELL, IEP, GATE, etc.) watch Student 20 and Student 4 for answers.

Focus Lesson ("I do it")

Today we have a goal I will read it and then you read it with me. (read objective) (SIOP 2 & 3)

First I have a few words we need to cover. Utah, the state we live in. The United States the country we live in, and is made up of 50 states. The Great Salt Lake the largest lake in Utah, located next to Salt Lake City, at the north of the state. (SIOP 9)

Here is an outline of the state we live in. What is its name? With this I want you to put an N at the top of the state. Which is this right here. (Show the top) Then put an S for the south. An E for the East and a W for the west. This is to help us remember which direction the state goes on the map. Now we are going to draw a circle to identify a city on our map of Utah. What city do you think this is? St George. Now let's draw the Great Salt Lake. Now that we have that completed. Look at the shape of Utah. What does it remind you of? Can you locate Utah on this map of the United States? Everyone locate it and get an idea. I am going to pull a name out of here. To show us. (draw a name) If you agree with _____ raise both hands in the air. Nice job.

(SIOP 2 Content objective, SIOP 3 Language objective, SIOP 9 emphasize key vocabulary, SIOP 11 clear explanation, SIOP 12 variety of techniques, SIOP 14 scaffolding, SIOP 15 variety of question types, SIOP 16 opportunities for interaction, SIOP 17 student grouping, SIOP 18 wait time, SIOP 20 hands on materials, SIOP 21 apply language and content, SIOP 22 all language skills, SIOP 23 support content objective, SIOP 24 support language objective, SIOP 29 feedback on output)

Formative Assessment: (SIOP 30 Assessment of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to locate Utah on a map.	Locate Utah on a United States map.	Provide maps Ask questions Probe for answers Model

Modification/accommodations: Make sure Student 20, Student 5 and Student 4 locate Utah.

Guided Instruction ("We do it")

Now that we have found Utah, let's look at our map of the United States. Does the shape remind you of anything? (Ask a few students) Let's find the United States on the world map. Everyone look at the map and find the United States. Keep it secret. I am going to pull a name out. (draw name out) Now that we have located Utah and the United States on different maps. Let's look at some other maps and see if we can locate Utah and the United States.

Smart board activity-

(SIOP 4 Supplementary materials, SIOP 5 adapt content, SIOP 6 meaningful activities, SIOP 12 variety of techniques, SIOP 15 variety of question types, SIOP 16 opportunities for interaction, SIOP 17 student grouping, SIOP 18 wait time, SIOP 20 hands-on materials, SIOP 21 Apply language and content, SIOP 22 all language skills, SIOP 23 support content objective, SIOP 24 support language objective, SIOP 29 feedback on output)

Formative Assessment: (SIOP 30 Assessment of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to locate the United States on a map.	Locate the United States on a world map.	Provide maps Ask questions Probe for answers Model

Modification/accommodations: Make sure Student 20, Student 5 and Student 4 locate the United States

Collaborative/Cooperative (“You do it together”)

Now that we have practiced, the next one is for you to look at together. Follow the slides and students work together to find Utah and the United States on the different maps. (On the power point.)

(SIOP 4 supplementary materials, SIOP 6 meaningful activities, SIOP 14 scaffolding, SIOP 16 opportunities for interaction, SIOP 18 wait time, SIOP 20 hands-on materials, SIOP 21 apply language and content, SIOP 22 all language skills, SIOP 29 feedback on output)

Formative Assessment: (SIOP 30 Assessment of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to locate Utah and the United States on different maps.	Locate Utah and United States on different maps.	Provide maps Ask questions Probe for answers Model

Modification/accommodations: Make sure Student 20, Student 5 and Student4 locate Utah and the United States.

Independent (“You do it alone”)

Now that we have gone through all our slides. You are going to find Utah, the United states, the north and south pole, the equator and the great salt lake on your activity pages. I want you to go to your special place and do this page.

(SIOP 4 Supplementary Materials, SIOP 5 Adapt content, SIOP 6 Meaningful activities, SIOP 12 variety of techniques, SIOP 13 Opportunities to USE, SIOP 14 Scaffolding, SIOP 15 Variety of question types, SIOP 18 Wait time, SIOP 21 Apply language and content, SIOP 23 Support content objective, SIOP 24 Support language objective)

Summative Assessment: Activity page with different maps, must complete every question. Each question will tell them to find things from this lesson and the previous lessons. (SIOP 30 Assessment of learning/comp.)

Modification/accommodations: Read questions out loud for those who need it.

Closure/Review of walk-aways, vocabulary, and essential questions

(Note: Closure includes student interactions, reflection, and/or demonstrations.)

Great job today everyone! Now that we have finished our packets, it is time to see if we meet our goal for today. Read the goal with me. (read objective) Give me a thumbs up if you think we meet our goal today and a thumbs down if you think we didn't. (Ask those that say no why?) How do you know we meet the goal? (Ask a few students) Who remembers our vocabulary words for today? (Utah, United states and the Great Salt lake) I want you all to think of a sentence you can use our vocabulary words in. Get your ideas I will pull your name out of the basket. Ask 2 students. I appreciate all the hard work you did today. Great job everyone. Miss Morwood has an activity for you to do now, so everyone give your attention to Miss Morwood.

(SIOP 18 wait time, SIOP22 all languages, SIOP 27 comprehensive review-vocab, SIOP 28 comprehensive review-content, SIOP 29 feedback on output)

SIOP Indicators *(Add SIOP number and description within the lesson plan)*

Preparation: 1-Content objectives, 2-Language objectives, 3-Content appropriate, 4-Supplementary materials, 5-Adaptation of content, 6-Meaningful activities

Building Background: 7-Linked to background, 8-Linked to past learning, 9-Key vocabulary

Comprehensive Input: 10-Appropriate speech, 11-Clear explanation, 12-Variety of techniques

Interaction: 16-Opportunity for interaction, 17-Grouping supports objectives, 18-Wait time, 19-Opportunity for L1 students

Practice/Application: 20-Hands-on materials, 21-Activities to apply content/language knowledge, 22-Language skills: reading, writing, listening, speaking

Lesson Delivery: 23-Content objective supported, 24-Language objective supported, 25-Students engaged, 26-Pacing

Review/Assessment: 27-Review vocabulary, 28-Review concepts, 29-Feedback, 30-Assessment

TEACHING NOTES

What do I need to remember to do? Buddy sharing

What materials do I need to have ready? Utah map, powerpoint, activity papers

What is the approximate time needed for this lesson? 25-30 minutes

REFLECTION AFTER LESSON

How can I use the assessment data to reflect on & evaluate the outcomes of teaching and learning? How can I transfer what I learned from teaching this lesson to future teaching? What was effective and not effective? What goals can I set to improve my practice and student learning?

I can use the assessment data from this lesson to evaluate student learning because it will be a formative assessment for the topic. I can transfer my learning from this lesson to other lessons by knowing how to keep the students focused and engaged. It was effective to have various maps for the students to practice their new knowledge. I can set a goal of making various ways for the students to practice their knowledge.